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ABSTRACT

Common Core of Learning encompasses the standards expected of public secondary school graduates in Connecticut. These standards include employment, education, and life skills. A group of occupational home economics educators identified the Common Core components included in this curriculum. This guide provides an overview of selected student objectives attained after completing coursework and satisfies the components of the Common Core. Teachers may use this format to relate their curriculum to the Common Core. This guide is divided into three sections: (1) three major divisions of the Common Core--attributes and attitudes, skills and competencies, and understandings and applications; (2) sample student competencies found in the occupational home economics curriculum; and (3) degree of focus that should be placed upon a specific element under each of the subheadings by occupational home economics content area, with either a major, moderate, minor, or no traditional focus. Occupational home economics includes child care services, food service, and homemaker/home management areas. (NLA)

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OCCUPATIONAL HOME ECONOMICS AND CONNECTICUT'S COMMON CORE OF LEARNING

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES

BY
R.E.S.C.U.E.
LITCHFIELD, CT

U.S. DEPARTMENT OF EDUCATION
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TABLE OF CONTENTS

Acknowledgements i
Use of Guide v
Common Core of Learning
Major Headings
Child Care 2
Food Service 3
Homemaker/Home Management 4
Sub Headings
Child Care 6
Food Service 12
Homemaker/Home Management 18
Focus 24

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USE OF THE OCCUPATIONAL HOME /ECONOMICS/CCL GUIDE

Connecticut Common Core of Learning was adopted by the Connecticut State Department of Education on January 7, 1987 "as its standard of an educated citizen and as its policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates." The Common Core details what school graduates ought to know.

The Common Core of learning represents preparation for life. It consists of abilities that are necessary not just for employment and further education, but also those that are essential to becoming a productive and contributing member of society. The Common Core sets a standard for an educated citizen, but is not meant to define minimum competencies. The primary value of the Common Core of Learning is in its use by educators, parents, and other citizens for the improvement of instructional programs. The implementation of the Common Core will help develop young people who can think and act independently and assist Connecticut's schools in approaching the twenty-first century with confidence and clear direction.

In response to the information contained in the Common Core, a group of Occupational Home Economics educators was called together to develop strategies to look at the Occupational Home Economics curriculum in relation to the Common Core of Learning. The committee reviewed curriculum, classroom activities, and emerging family issues in identifying the Common Core of Learning components which should be included in the Occupational Home Economics curriculum.

The Occupational Home Economics/Common Core of Learning Guide is designed to provide an overview of selected student objectives which may be attained after completing a class/es in Occupational Home Economics. It provides a limited view of how Occupational Home Economics curriculum may satisfy the components of the Common Core. Many additional Occupational Home Economics competencies can be chosen to illustrate the focus of the Common Core of Learning. Teachers may utilize this format to identify components of their curriculum in relation to the Common Core of Learning. The teacher is responsible for selecting the learning experiences which best suit the criteria of the Common Core of Learning and Occupational Home Economics curriculum.

This publication represents the information to be learned and not the manner in which it is to be taught. The teaching methods including FHA/HERO activities have not been identified. The instructor will select the competencies to be learned within a course, and then determine the teaching method which will best suit the competency. Many of the competencies can be learned through regular teaching techniques as well as student directed FHA/HERO activities.

The Guide is divided into three sections. The first section identifies the three major headings of the Common Core of Learning: Attributes and Attitudes, Skills and Competencies, and Understandings and Applications. Summary statements for each area of Occupational Home Economics are included under the major headings.

Section two describes sample student competencies which may be included under each of the subheadings of the major sections. They are examples of competencies found in an Occupational Home Economics curriculum. Other examples may be described. The number of competencies does not indicate the amount of time or emphasis to be placed upon a subheading.

Section three concentrates on the degree of focus which should be place upon a specific element under each of the subheadings by Occupational Home Economics content area. These are described as having a major, moderate, minor or no traditional focus.

OCCUPATIONAL HOME ECONOMICS

CHILD CARE SERVICES HOMEMAKER/HOME MANAGEMENT FOOD SERVICE

and

COMMON CORE of LEARNING

ATTRIBUTES AND ATTITUDES

SKILLS AND COMPETENCIES

UNDERSTANDINGS AND APPLICATIONS

OCCUPATIONAL HOME ECONOMICS AND THE COMMON CORE OF LEARNING
MAJOR HEADINGS

ATTRIBUTES AND ATTITUDES	SKILLS AND COMPETENCIES	UNDERSTANDINGS AND APPLICATIONS
CHILD CARE SERVICES SUMMARY		
Develop a positive self-image through interaction with children in the child-care center.	Develop skills for the role of care-giver as it relates to effective communication, problem solving and children's behavior.	Interact with children in different child-care settings.
Understand and accept the concept of family structure as it relates to the child's growth and development.	Develop skills needed to understand, observe, teach and manage child-care work situations.	Analyze the forces that influence the child in a variety of child care situations.
Recognize the forces and changes in society that influence the child's total development.	Identify careers associated with child care.	Assess skills necessary in managing child-care work situations.
		Explore job opportunities in child care.

OCCUPATIONAL HOME ECONOMICS AND THE COMMON CORE OF LEARNING MAJOR HEADINGS

ATTRIBUTES AND ATTITUDES	SKILLS AND COMPETENCIES	UNDERSTANDINGS AND APPLICATIONS
FOOD SERVICE SUMMARY		
Enhance positive self-esteem through development of skills, leadership, and work experience. Recognize marketable food service skills. Develop responsible behaviors toward co-workers, employers, and clientele. Determine qualities necessary to hold jobs in the industry. Analyze and apply effective communication skills.	Develop skill in applying facts and information, utilizing educational space and facilities comparable to those in the food service industry. Apply "hands on" methods of food preparation. Recognize the importance of each team member to the overall, food service operation. Understand the relationship of cost to profit.	Determine job opportunities in food service and related industry. Analyze the impact of the food service industry on the quality of life. Apply economic and marketing principles to the food service industry. Understand the relationship of a quality foodservice operation to satisfied customers. Apply principles of science to food preparation.

OCCUPATIONAL HOME ECONOMICS AND THE COMMON CORE OF LEARNING
MAJOR HEADINGS

ATTRIBUTES AND ATTITUDES	SKILLS AND COMPETENCIES	UNDERSTANDINGS AND APPLICATIONS
	HOMEMAKER/HOME MANAGEMENT SUMMARY	
Realize the uniqueness of each person, as well as the similarity of emotions, needs and drives of individuals.	Develop the skills necessary to provide care for the elderly, infirmed, and chronically ill in their own homes.	Show a positive attitude toward work in general and toward working with client in particular.
Develop a sense of personal responsibility and respect for the rights and dignity of the client.	Complete state certification requirements for entry-level as homemaker/home management.	Explore the various careers in the health care field.
Demonstrate self confidence and responsibility for the care of client.	Rectify health and safety hazzards in the home.	Determine critical and chronic issues related to the homebound.
Investigate resources available to effectively manage the home and support the client.	Understand the importance of following and giving directions.	Understand the psychological, emotional, social and economic changes which occur in the life cycle.
	Write descriptive reports.	Demonstrate the ability to support and manage household tasks.

OCCUPATIONAL HOME ECONOMICS

CHILD CARE SERVICES | **HOMEMAKER/HOME MANGEMENT** | **FOOD SERVICE**

and

COMMON CORE of LEARNING

SUB-HEADINGS

ATTRIBUTES AND ATTITUDES

Self Concept
Motivation and Persistence
Responsibility and Self-Reliance
Intellectual Curiosity
Interpersonal Relations
Sense of Community
Moral and Ethical Values

SKILLS AND COMPETENCIES

Quantitative Skills
Reasoning and Problem Solving
Learning Skills
Reading
Writing
Speaking, Listening, and Viewing

UNDERSTANDINGS AND APPLICATIONS

The Arts
Careers and Vocations
Cultures and Languages
History and Social Studies
Literature
Mathematics
Physical Development and Health
Science and Technology

CHILD CARE SERVICES

ATTRIBUTES AND ATTITUDES

SELF-CONCEPT	MOTIVATION AND PERSISTENCE	RESPONSIBILITY AND SELF-RELIANCE	INTELLECTUAL CURIOSITY
Understand the process by which self-concept is developed.	Plan and implement activities and programs for children.	Understand basic needs of individuality and human sociality for children.	Analyze different types of learning/teaching styles applied when working with children.
Evaluate children's personality characteristics as these relate to self-concept.	Develop skill of positive reinforcement through activities and programs developed for children.	Practice objectivity in disciplining children.	Become aware or current issues and trends related to children and child care.
Understand learning as it relates to development of self-concept.	Develop pride of accomplishment through working with children.	Demonstrate dependablity and responsibility when working with children and child-care personnel.	Become familiar with Federal, State, and local child-care guidelines.
Practice positive discipline procedures.		Understand basic requirements for responsible child-care employment.	Understand the value of community resources as an effective tool in working with children.
Recognize childhood resources and situations associated with various stages of development.			Recognize the variety of opportunities available working with children.

CHILD CARE SERVICES

ATTRIBUTES AND ATTITUDES

INTERPERSONAL RELATIONS

Develop an understanding of different child-care philosophies.

Develop an appreciation for the roles and responsibilities of parents, children, families and child-care workers.

Identify the various methods of communication, discipline and guidance used in child-care occupations.

Appreciate the variety of family traditions, customs and values.

SENSE OF COMMUNITY

Recognize opportunities to work with children through volunteering in school and community.

Describe aspects of the environment which influence a child's growth and development.

Understand the role of the community in dealing with the total well being of the child.

Recognize the importance of utilizing community, state, and federal resources available for child care.

Become aware of employment opportunities, child-care job requirements, and career possibilities.

MORAL AND ETHICAL VALUES

Develop personal criteria for making informed judgments and ethical decisions.

Identify the moral and ethical practices of child-care programs.

CHILD CARE SERVICES

SKILLS AND COMPETENCIES

QUANTITATIVE SKILLS

Interpret statistical data related to occupational child care or child development.

Interpret growth charts or statistical information related to children.

Analyze and utilize information pertaining to child-care costs and budgeting.

REASONING AND PROBLEM SOLVING

Establish guidelines and procedures for children, parents and personnel utilizing the child care center.

Explain ways that caregivers can prepare and support a child with an emergency or special need.

Outline the sequence of intellectual task development.

Identify appropriate actions to improve effectiveness in child-care environments.

Gather, analyze, synthesize and evaluate information pertinent to problems related to children.

LEARNING SKILLS

Read or listen to specific information and take effective and efficient notes.

Locate and use variety of informational sources.

Present both short and long term research projects concerning topics related to occupational child-care services.

Understand children's behavior through recording and interpreting observations.

CHILD CARE SERVICES

SKILLS AND COMPETENCIES

READING	WRITING	SPEAKING, LISTENING, AND VIEWING
Read, interpret and evaluate types of children's literature or writings pertaining to child development.	Complete observations and case studies pertaining to children.	Understand various methods of communication and their effects on child-care personnel, children, and parents.
Recognize different purposes and methods of writing when interpreting child development books or articles.	Compose flyers, newsletters and posters related to child care.	Practice communication skills with children and adults.
Make critical judgments about written work related to child development.	Create children's stories, plays, puppet shows.	Interpret observations of children indicating emotional, social, intellectual, and physical growth and development.
Utilize library skills in researching child-related topics.	Write research papers on topics related to child development.	Use media technology to produce programs for and about children.
Collect different types of current event material related to children and or child development.		Provide opportunities to enhance speaking and listening skills for the young child.

CHILD CARE SERVICES

UNDERSTANDINGS AND APPLICATIONS

THE ARTS	CAREER AND VOCATIONS	CULTURES AND LANGUAGES	HISTORY AND SOCIAL STUDIES
Plan and implement art experiences for the young child. Identify various art forms to be used with the young child (i.e., drama, music and dance). Recognize the various ways in which a child can learn through art experiences. Identify the materials, processes and tools used in the production of various art forms. Create illustrations for children's books and stories.	Identify a variety of child care careers and work opportunities. Identify personal qualities needed by child-care workers. Identify the education and training necessary for child-care occupations.	Understand the concept of language acquisition in children. Recognize the role of play in children's language development. Understand the importance of cultures and language on the socialization of the young child. Recognize the variety of family language, customs, and behaviors as they influence the development of the child.	Recognize the many forces and changes in society that have affected the evolution of child care. Understand the changing role of children in the American family of today as a result of economic and social change. Identify the motivations for having children in today's society . Understand the needs and issues of quality child care in today's society.

CHILD CARE SERVICES

UNDERSTANDINGS AND APPLICATIONS

LITERATURE	MATHEMATICS	PHYSCIAL DEVELOPMENT AND HEALTH	SCIENCE AND TECHNOLOGY
Explore the variety of books available for young children. Understand the relationship between enjoyment of reading and learning. Recognize the criteria for judging the quality and appropriateness of books for the young child. Identify literary themes and their implications.	Assist the child in the development of basic mathematical concepts, developed through tactile experiences. Compute the costs of raising a child from birth through age eighteen. Use mathematical skills and techniques to analyze the cost factors associated with operating a child care facility. Use basic statistical concepts to draw conclusions from demographic projection data.	Understand human growth and development from pre-natal stage, pregnancy and birth. Recognize the relationship between good nutrition and health for pregnant females, infants and children. Provide opportunities for fine and gross motor development of the infant and child. Understand the role the care giver has in providing a healthy and safe environment for the child. Demonstrate and practice a variety of life saving skills and safety techniques.	Identify principles of human development and laws of growth. Recognize the roles that heredity and environment play in influencing the lives of children. Provide observation, resources, excursions, and special events to encourage children to formulate ideas about the scientific world around them. Understand human reproduction in terms of genetics, physiology, and anatomy. Understand the role of heredity and environment in the cause and prevention of birth defects.

FOOD SERVICE

ATTRIBUTES AND ATTITUDES

SELF-CONCEPT	MOTIVATION AND PERSISTENCE	RESPONSIBILITY AND SELF-RELIANCE	INTELLECTUAL CURIOSITY
Determine qualities necessary to hold jobs in food service industry. Develop good personal hygiene. Acquire a sense of dedication and pride in the food service profession.	Recognize options of attending school or other training programs and jobs available in food service industry. Examine motivation as essential to a food service operation.	Determine and implement food service safety practices in a commercial kitchen. Recognize the importance of good communication in employment. Demonstrate the importance of cooperation and the delegation of duties in a work environment. Use time efficiently, practice teamwork and self-direction in performing tasks. Perform tasks responsibly and efficiently. Demonstrate good work habits. Adhere to institutional attendance policies and employment.	Research trends in food service industry. Identify food storage and holding procedures.

FOOD SERVICE

ATTRIBUTES AND ATTITUDES

INTERPERSONAL RELATIONS	SENSE OF COMMUNITY	MORAL AND ETHICAL VALUES
Maintain positive human relationships while working with co-workers and customers.	Relate the importance of good public relations to sales in a restaurant.	Exhibit employee traits that will contribute to customer satisfaction.
Develop effective relationships with customers.	Identify guest speakers from the community .	Identify difficult situations that may occur in a food service establishment and choose suitable action to deal with the situation.
Understand the importance of employee/ employer communication.	Develop projects that enhance student interest in the community.	Realize the importance of accuracy in handling money.

FOOD SERVICE

SKILLS AND COMPETENCIES

QUANTITATIVE SKILLS	REASONING AND PROBLEM SOLVING	LEARNING SKILLS
Define food cost and identify methods of food cost control.	Discover the factors that will influence menu planning and design.	Identify the purpose and functions of a menu.
Demonstrate the use of food cost control formulas.	Evaluate how a well designed and planned menu will attract more business.	Evaluate efficiency and service in relation to a well planned menu.
Define labor cost and identify methods of labor cost control.	Demonstrate the relationship of equipment location to efficient food production.	Explain the use of a standardized recipe.
Utilize equivalents in measurements.	Be aware of stress in daily food service operations.	Utilize efficient procedures for purchasing supplies and food.

FOOD SERVICE

SKILLS AND COMPETENCIES

READING	WRITING	SPEAKING,LISTENING, AND VIEWING
Understand menu and culinary terminology.	Create descriptions for menu items.	Demonstrate the ability to take a customer's order and place order in kitchen.
Assess menu items according to description.	Develop advertising techniques.	Demonstrate communication skills in working with co-workers and customers.
Understand the use of abbreviations.	Maintain purchasing records and forms.	Develop telephone techniques.
Identify terms commonly used in recipes.	Write personal job descriptions based on needs in relation to career choices.	
Define standardized recipes.		
Use and evaluate periodicals related to the food service industry.		

40

41

FOOD SERVICE

UNDERSTANDINGS AND APPLICATIONS

THE ARTS	CAREERS AND VOCATIONS	CULTURES AND LANGUAGES	HISTORY AND SOCIAL STUDIES
Relate design concepts to food presentation. Analyze effects of restaurant's decor on customer satisfaction.	Demonstrate knowledge and skills that lead to employment and advancement in the food service industry. Develop an awareness of employment opportunities in the food service industry. Apply management skills to the operation of a foodservice establishment. Consider the range of occupations that will be personally satisfying and suitable to his/her chosen career/ vocation. Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).	Research and prepare foods of different cultures. Identify people knowledgeable in foreign food preparation. Understand common culinary menu terms of different languages. Investigate cultural differences of food preparation and related customs.	Examine history of food service in the United States. Describe legislation of the food service industry. Identify geographical sources of food items. Explain factors affecting the cost of food. Relate basic economic theory to the food service industry.

FOOD SERVICE

UNDERSTANDINGS AND APPLICATIONS

LITERATURE	MATHEMATICS	PHYSICAL DEVELOPMENT AND HEALTH	SCIENCE AND TECHNOLOGY
	Master the concepts of math related to weights and measures. Demonstrate the ability to take an inventory. Be skilled in procedures for producing and converting standardized recipes.. Relate menu analysis to the success of a food service operation.	Define the basic principles of nutrition in menu planning. Recognize typical accidents and injuries in the food service industry. Recognize the importance of nutritional intake. Discuss the importance of safety in the commercial kitchen. Identify the consequences of drug and alcohol abuse on the job.	Show how the principles of science relate to food production and the finished product. Recognize the importance of recycling. Understand the dangers of food borne bacteria.

44

45

HOMEMAKER/HOME MANAGEMENT

ATTRIBUTES AND ATTITUDES

SELF-CONCEPT	MOTIVATION AND PERSISTENCE	RESPONSIBILITY AND SELF- RELIANCE	INTELLECTUAL CURIOSITY
Appreciate his/her worth as an individual who can help others in meeting their needs.	Complete assignments based on client's needs.	Realize responsibility in maintaining a clean and safe environment for the client.	Show an interest in current medical findings and take responsibility to keep informed.
Gain self confidence in meeting the needs of the home-bound client.	Experience a sense of accomplishment upon completion of assignments.	Demonstrate dependability by keeping timely appointments.	Develop a questioning attitude toward nutrition and health information in the media.
Increase awareness of ones own feelings about people and situations.	Develop special techniques for working with the aged.	Assist a client in selecting available resources.	Research the behavioral characteristics of children at various stages of development.
	Demonstrates patience in dealing with clients.	Maintain safe conditions in the working environment.	
		Know steps to take in emergencies.	

HOMEMAKER/HOME MANAGEMENT

ATTRIBUTES AND ATTITUDES

INTERPERSONAL	SENSE OF COMMUNITY	MORAL AND ETHICAL VALUES
Become aware of one's own feelings about people and situations.	Identify community resources available for protection and benefit of citizens.	Search for understanding and an attitude of respect in a variety of family situations .
Recognize the needs, opinions and values of the client.	Investigate housing alternatives for the disabled and the elderly.	Respect the privacy and modesty of clients.
Appreciate the fact that illness affects every member of the family.	Describe the advantages and disadvantages of various family types.	Become aware of fraudulent health schemes and consumer scams.
Analyze feelings and attitudes toward death and terminal illness.		Respect the cultural and religious practices of clients.
		Maintain high standards of personal health and appearance.
		Alert oneself to potential liability problems in home-care situations.

HOMEMAKER/HOME MANAGEMENT

SKILLS AND COMPETENCIES

QUANTITATIVE SKILLS	REASONING AND PROBLEM SOLVING	LEARNING SKILLS
Use accurate measurements in preparing meals for client.	Evaluate the adequacy of the client's nutritional needs.	Use wise shopping skills to make economical food purchases for the client.
Read and interpret charts, graphs and tables found in newspaper and magazine articles.	Develop means to improve nutritional intake.	Locate and use information to solve specific problems likely to arise in job situations.
Develop a sense of time management on the job including the ability to dove-tail jobs.	Recognize safety hazards and suggest ways to eliminate them.	Present research paper using information gathered from a variety of sources concerning selected health care issues.
	Analyze factors for selecting goods in the marketplace.	

HOMEMAKER/HOME MANAGEMENT

SKILLS AND COMPETENCIES

READING	WRITING	SPEAKING, LISTENING AND VIEWING
Show the ability to read and follow through on the care plan for each client.	Provide accurate written reports to health agencies.	Understand the significance of verbal and non-verbal communication between patients and care providers.
Use information on food labels to provide nutritionally adequate meals.	Compose case studies of home care situations.	Communicate with clients and supervisors in a professional manner.
Make critical judgments of current nutritional and medical articles in the popular media.	Write letters to lawmakers regarding health issues.	Demonstrate the ability to follow instructions.

HOMEMAKER/HOME MANAGEMENT

UNDERSTANDINGS AND APPLICATIONS

THE ARTS	CAREERS AND VOCATIONS	CULTURES AND LANGUAGES	HISTORY AND SOCIAL STUDIES
Understand the value of pleasant surroundings for the client.	Consider the range of occupational opportunities available in the Home Health Care field. Identify further training necessary to enter other home care fields. Practice household management skills. Understand the effect of team work when providing services to a client.	Develop an awareness of the importance of accepting the family's cultural food preferences and established food patterns. Adopt an increased tolerance toward people who are different from oneself. Consider behavioral responses to illness on the part of clients and other family members.	Consider the role of elderly citizens in other societies. Examine legislation regarding medical care and issues regarding the elderly. Appreciate the role played by clients of various racial, ethnic and religious groups in developing our nation's society.

HOMEMAKER/HOME MANAGEMENT

UNDERSTANDINGS AND APPLICATIONS

LITERATURE	MATHEMATICS	PHYSICAL DEVELOPMENT AND HEALTH	SCIENCE AND TECHNOLOGY
Reflect on examples in literature of attitudes toward the infirm and the elderly.	Apply mathematical knowledge to family spending and budgeting. Compare the costs of nursing home care vs. home care. Investigate some of the reasons for the increasing cost of health care.	Identify the physiological changes that occur with aging. Determine ways to maintain optimum health throughout life. Recognize signs of illness. Understand the importance of physical activity at every age. Avoid substance abuse and recognize signs of abuse in clients.	Consider the potential and the limitations of medical technology in prolonging life. Keep abreast of current medical devices for assisting patients in their homes. Understand the chemical properities of cleaning products. Demonstrate principles of food safety.

FOCUS

OCCUPATIONAL HOME ECONOMICS
and
COMMON CORE OF LEARNING

In order to implement the Common Core of Learning, the Bureau of Vocational Services undertook the task of identifying the Common Core elements which can and should be reinforced through the vocational education curriculum. In 1988, subject area committees, composed of key vocational educators from school districts across the state, were char ged with the task of integrating the Common Core elements into their respective curricula. Aware that no one subject area can, or should be expected to address all a student's needs and that all subjects should be viewed as part of a lar ger educational experience, the subject area committees identified those elements of the Common Core of Learning that can be addressed appropriately through the vocational education curriculum. Together, these teams fashioned a tool which we hope Connecticut's teachers of occupational education will use to reexamine and strengthen their programs so that their students may graduate with the comprehensions, attributes, and understandings they will need as citizens in the decades ahead.

The focus of program areas of Occupational Home Economics is detailed on page 25, followed by the full text description of the Common Core of Learning on pages 26 to 28.

Vocational Education and the Common Core of Learning
OCCUPATIONAL HOME ECONOMICS

:e pages for the full text of each element listed in
:breviated form below.

ATING SCALE
- Element should be given a *major* focus
- Element should be given a *moderate* focus
- Element should be given a *minor* focus
- Element not traditionally a focus

	COURSE OFFERINGS					
	Foodservice	Child Care Serv.	Homemaker/Mgt.	HERO		
TTRIBUTES AND ATTITUDES						
sitive Self-Concept						
1 Worth and Self-esteem	A	B	A	A		
2 Personal Effectiveness	B	B	A	B		
3 Understanding Strengths and Weaknesses	A	B	A	A		
otivation and Persistence						
1 Pride of Accomplishment	A	A	A	A		
2 Desire to Succeed	B	B	A	A		
3 Tasks and Ambitions	A	A	A	A		
sponsibility and Self-Reliance						
1 Identify Needs and Set Goals	B	A	A	A		
2 Responsibility for Actions	B	A	A	A		
3 Dependability	A	A	A	A		
4 Self-Control	A	A	A	A		
tellectual Curiosity						
1 Questioning Attitude	B	A	C	B		
2 Independence of Thought	B	A	C	A		
3 Lifelong Learning	A	A	B	A		
terpersonal Relations						
1 Productive Relationships	A	A	A	A		
2 Concerns and Customs of Others	B	A	A	B		
3 Reach Group Decisions	B	C	D	B		
4 Roles and Responsibilities	C	A	A	A		
nse of Community						
1 Belonging to a Group	C	B	B	A		
2 Quality of Life	C	C	B	B		
3 Values, Standards and Traditions	C	C	B	C		
4 Historical and Ethnic Heritage	C	B	B	C		
oral and Ethical Values						
1 Moral and Ethical Conduct	B	A	A	A		
2 Values Affect Choices and Conflicts	A	A	B	A		
3 Moral Judgments and Ethical Decisions	B	A	A	A		
KILLS AND COMPETENCIES						
ading						
1 Main and Subordinate Ideas	A	A	B	B		
2 Comparisons, Contrasts, Sequences	A	B	B	B		
3 Meaning-Inferential, Literal	D	B	D	D		
4 Predictions, Questions, Conclusion	B	A	B	B		
5 Critical Judgments	B	B	B	C		
6 Varying Reading Speed and Method	B	A	C	C		
7 Features of Reference Materials	B	A	B	C		
iting						
1 Sentence Structure	B	B	C	B		
2 Organize and Relate Ideas	C	B	B	B		
3 Sentences and Paragraphs	C	B	D	C		
4 Language Style and Format	B	B	B	C		
5 Conceive Ideas	C	B	C	C		
6 Gather Information	C	B	B	C		
7 Restructuring and Rewriting	C	B	C	C		
eaking, Listening and Viewing						
1 Oral Exchange of Ideas	A	A	A	A		
2 Ask and Answer Questions	A	A	A	A		
3 Spoken Instructions	A	A	A	A		
4 Distinguish Relevant from Irrelevant	C	A	B	B		
5 Comprehend Ideas	B	B	B	B		
6 Verbal and Nonverbal Presentations	C	A	B	C		
7 Oral Presentations	B	A	B	A		
antitative Skills						
1 Add, Subtract, Multiply and Divide	A	D	C	D		
2 Use Measurements	A	D	A	D		
3 Ratios and Proportions	A	D	D	D		
4 Spatial Relationships	D	D	D	D		
5 Estimates and Approximations	B	D	C	C		
6 Probability and Statistics	B	D	D	C		
7 Tables, Charts and Graphs	B	D	C	D		
8 Solve Problems	B	D	D	D		
asoning and Problem Solving						
1 Inductive and Deductive	B	B	B	A		
2 Conclusions from Information	B	B	B	B		
3 Predictions and Hypotheses	B	B	C	C		
4 Concepts and Generalizations	A	A	A	A		
5 Cause and Effect Relationships	A	A	A	A		
6 Formulate Problems	A	B	B	A		
7 Information Pertinent to Problems	B	B	A	A		
8 Solutions to Problems	B	B	A	A		
9 Creative Thinking Skills	A	A	A	A		
arning Skills						
1 Goals and Priorities	A	A	A	A		
2 Habits Conducive to Learning	A	A	A	A		
3 Short and Long Term Projects	A	A	A	A		
4 Sources of Information	A	A	B	A		
5 Note Taking	B	B	B	B		

	COURSE OFFERINGS					
	Foodservice	Child Care Serv.	Homemaker/Mgt.	HERO		
UNDERSTANDINGS AND APPLICATIONS						
The Arts: Creative and Performing						
1 Expressing Emotions	D	B	D	D		
2 Appreciate the Arts	D	A	D	D		
3 Art Forms and Style	D	D	D	D		
4 Materials and Tools	D	C	D	D		
5 Language of Each Art Form	D	D	D	D		
6 Aesthetic Qualities	D	D	D	D		
Careers and Vocations						
1 Positive Attitudes Toward Work	A	A	A	A		
2 Employability Skills	A	A	A	A		
3 Range of Occupations	A	A	A	A		
4 Education and Training	A	A	A	A		
5 Personal Economics	A	A	A	A		
6 Interpersonal Skills	A	A	A	A		
Cultures and Languages						
1 Common Characteristics	C	A	A	B		
2 Differences Among People	C	A	A	B		
3 Understanding Other Cultures	D	C	D	C		
4 Structure of Language	D	D	D	D		
5 Commonalities and Differences	D	D	D	D		
6 Foreign Language	D	D	D	D		
History and Social Sciences						
1 Connecticut, U S and World	D	D	D	D		
2 U S History and Government	C	C	C	B		
3 Economics	A	C	C	B		
4 Political and Economic System	D	D	D	D		
5 Disciplines of History	D	C	D	C		
6 World Geography	C	D	D	D		
7 Critical Thinking	C	B	D	B		
8 Pluralistic Society	C	B	D	B		
9 Mutual Dependence	D	C	C	C		
Literature						
1 Human Experiences	D	B	D	D		
2 Essential Elements	D	D	D	D		
3 Literary Masterpieces	D	C	D	D		
4 Symbolism, Allegory and Myth	D	C	D	D		
5 Literary Themes	D	D	D	D		
6 Literary Works	D	C	D	D		
7 Reading as Lifelong Pursuit	D	B	D	D		
Mathematics						
1 Expressing Quantifiable Ideas	A	D	B	D		
2 Problem Solving	B	C	C	D		
3 Consumer and Job-related Tasks	A	C	A	C		
4 Tools for Solving Problems	A	D	C	C		
5 Physical and Social Phenomena	D	D	D	D		
6 Using Numbers	A	B	C	C		
7 Algebraic and Geometric Concepts	D	D	D	D		
8 Statistical Concepts	B	D	D	C		
Physical Development and Health						
1 Growth and Development	C	A	A	A		
2 Physical Fitness	D	B	D	C		
3 Scientific Principals	C	C	C	D		
4 Social Development	D	A	B	C		
5 Elements of Nutrition	A	A	A	A		
6 Healthy Environment	A	A	A	B		
Science and Technology						
1 Basic Principles of the Science	B	C	B	D		
2 Natural Resources	B	D	C	D		
3 Solving Problems	C	C	D	D		
4 Natural Phenomena	D	C	D	D		
5 Laboratory Measuring	A	C	B	D		
6 Emerging Technologies	C	D	C	C		
7 Potential and Limitations	D	D	B	D		

COMMENTS:
Some of the elements identify a multitude of concepts. The ratings indicate the focus of one or more of the concepts in the elements and are based only upon the components of the elements which are listed. The task force expressed concern that an opportunity be provided for each element to be expanded to reflect additional groups of skills, knowledges and attitudes.

NOTE: Homemaker Home Management program should be taken in combination with the Health Occupations program in order for students to be eligible to receive the certificate required for entry level positions with homemaker home health care agencies.

60

THE COMMON CORE

ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

Positive Self-Concept

As part of education in grades K-12, each student should be able to:

1. appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
2. develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
3. develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Motivation and Persistence

As part of education in grades K-12, each student should be able to:

1. experience the pride of accomplishment that results from hard work and persistence;
2. act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
3. strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Reponsibility and Self-Reliance

As part of education in grades K-12, each student should be able to:

1. assume the primary responsibility for identifying his/her needs and setting reasonable goals;
2. initiate actions and assume responsibility for the consequences of those actions;
3. demonstrate dependability;
4. demonstrate self-control.

Intellectual Curiosity

As part of education in grades K-12, each student should be able to:

1. demonstrate a questioning attitude, open-mindedness and curiosity;
2. demonstrate independence of thought necessary for leadership and creativity;
3. pursue lifelong learning.

Interpersonal Relations

As part of education in grades K-12, each student should be able to:

1. develop productive and satisfying relationships with others based upon mutual respect;
2. develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
3. participate actively in reaching group decisions;
4. appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As part of education in grades K-12, each student should be able to:

1. develop a sense of belonging to a group larger than friends, family and coworkers;
2. develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
3. examine and assess the values, standards and traditions of the community;
4. understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As part of education in grades K-12, each student should be able to:

1. recognize the necessity for moral and ethical conduct in a society;
2. recognize that values affect choices and conflicts;
3. develop personal criteria for making informed moral judgments and ethical decisions.

SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

Reading

As a result of education in grades K-12, each student should be able to:

1. identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
2. identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
3. recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
4. set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
5. make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
6. vary his/her reading speed and method based on the type of material and the purpose for reading;
7. use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in grades K-12, each student should be able to:

1. write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
2. select, organize and relate ideas and develop them in coherent paragraphs;
3. organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
4. use varying language, information, style and format appropriate to the purpose and the selected audience;

Cultures and Languages

As a result of education in grades K-12, each student should be able to:

1. recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
2. respect differences among people and recognize the pluralistic nature of United States society;
3. demonstrate an understanding of other cultures and their roles in international affairs;
4. analyze the structure of spoken and written language;
5. recognize the commonalities and the differences that exist in the structure of languages;
6. understand and communicate in at least one language in addition to English.

History and Social Sciences

As a result of education in grades K-12, each student should be able to:

1. recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
2. demonstrate a knowledge of United States history and government and understand the duties, reponsibilities and rights of United States citizenship;
3. understand the basic concepts of economics;
4. analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
5. apply major concepts drawn from the disciplines of history and the social sciences—anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology—to hypothetical and real situations;
6. demonstrate basic knowledge of world geography;
7. apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
8. understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
9. appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

Literature

As a result of education in grades K-12, each student should be able to:

1. understand that literature reflects and illuminates human experiences, motives, conflicts and values;
2. understand the essential elements of poetry, drama, fiction and nonfiction;
3. understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
4. recognize symbolism, allegory and myth;
5. identify literary themes and their implications;
6. evaluate selected literary works and support each evaluation;
7. enjoy reading as a lifelong pursuit.

Mathematics

As a result of education in grades K-12, each student should be able to:

1. understand that mathematics is a means of expressing quantifiable ideas;
2. apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
3. use mathematical skills and techniques to complete consumer and job-related tasks;
4. select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;
5. use mathematical operations in describing and analyzing physical and social phenomena;
6. demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
7. apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
8. use basic statistical concepts to draw conclusions from data.

Physical Development and Health

As a result of education in grades K-12, each student should be able to:

1. understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
2. plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
3. understand the basic scientific principles which apply to human movement and physical activities;
4. understand the role physical activities play in psychological and social development;
5. understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
6. recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

Science and Technology

As a result of education in grades K-12, each student should be able to:

1. understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
2. understand the implications of limited natural resources, the study of ecology and the need for conservation;
3. identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them—the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
4. use observation and analysis of similarities and differences in the study of natural phenomena;
5. demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
6. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
7. recognize the potential and the limitations of science and technology in solving societal problems.